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ABSTRACT

The University of Tennessee at Chattanooga ran a demonstration Model Cities Training Program to enable the 50 members of the Community Development Administration Board to function as a cohesive administrative body. Seminars were held on 10 Saturdays in the fall of 1969; large and small group sessions were held and participants had time to interact informally with other participants, consultants, or staff members. Ten consultants discussed the philosophy, practice, organization, planning concepts, and financing of the Model Cities Program and decision making, citizen participation, role of the board, and problem solving and group interaction. The participants felt that the training program had created a feeling of group solidarity and cohesiveness; small group discussion was particularly helpful. They felt they had acquired valuable knowledge of the structure of the Model Cities organization and had developed an awareness of the decision making process. They suggested that materials should be distributed prior to the seminar and that the inputs of the consultants should be recorded for further use. (Appendixes include the survey instrument, a list of board members, visiting consultants, and staff members. See AC 008 712 for a description of the program.) (EB)

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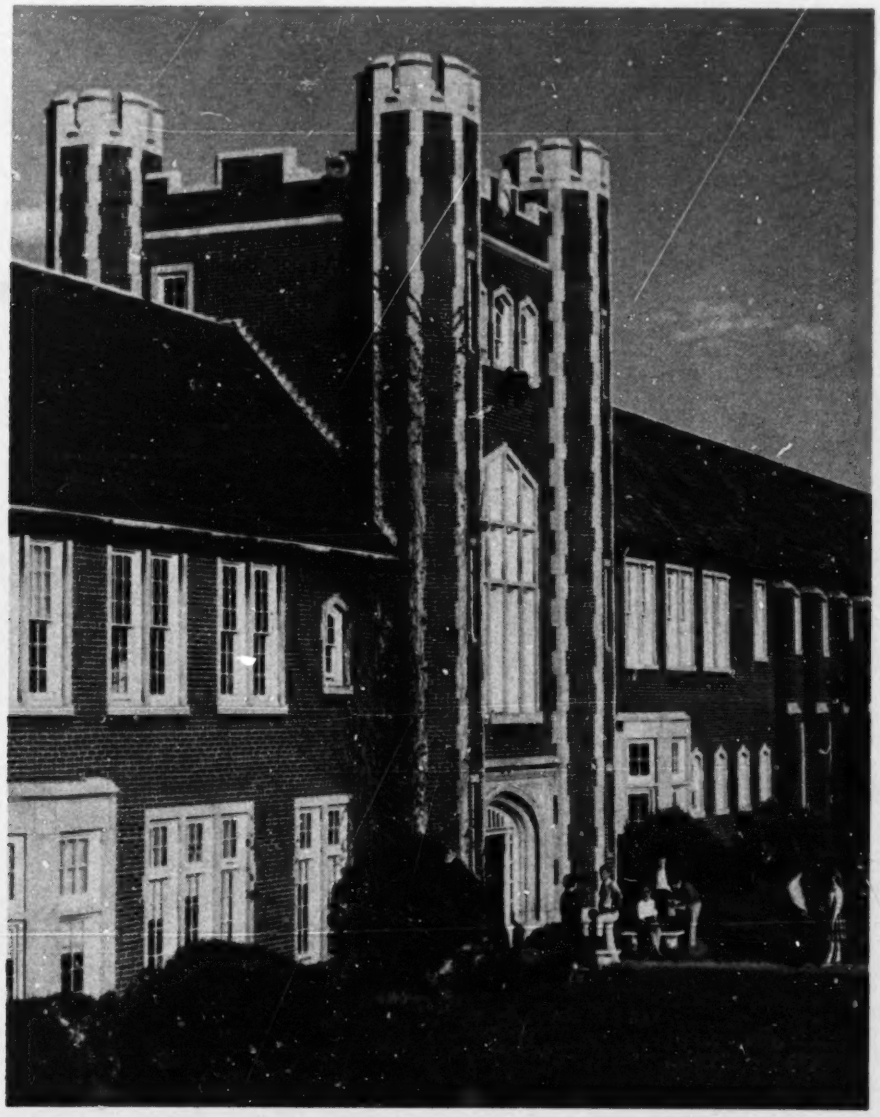

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MODEL CITIES TRAINING PROGRAM

EVALUATION REPORT

ED043848

The Model Cities Community Development Administration Board Training Program

An Evaluation Report

by

Charles M. Hyder, Director

The work reported herein was performed pursuant to proposal (FY 1969 Eighteen), Tennessee State Plan for Community Service and Continuing Education Programs under Title I of the Higher Education Act of 1965.

Department of Urban Affairs
The University of Tennessee at Chattanooga
Chattanooga, Tennessee
1969

FOREWORD

In preparing this evaluation report on the Chattanooga Model Cities Community Development Administration Board Training Program, the writer has attempted to discuss the objectives of the training program as defined in the original contract between the University of Tennessee at Chattanooga and the State Agency for Title I of the Higher Education Act of 1965, the contributions made by consultants toward achieving the objectives, strategies and tactics used by the staff to achieve the objectives, the rationale underlying these strategies and factors, and an evaluation of the program based on the perceptions, both negative and positive, of the participants.

Gratitude is expressed to the many members of the training staff for their contributions to the program. Roy Batchelor, Director of Urban Affairs, and Dr. Robert Welsh, Assistant Professor of English, contributed many ideas and much effort to the training seminars. Dr. John Dyer, Coordinator of Federal Programs for Chattanooga, though not a member of the staff, spent considerable time and supplied a number of valuable suggestions in planning, conducting and evaluating the program.

Charles M. Hyder

Director

SECTION I

Input Characteristics of the Training Program

The principal input characteristics of the Model Cities C.D.A. Board Training Program have to do with the initial definition of objectives, procedures, personnel and participants, size of the training program, time limits, and uniqueness factor.

Objectives. The major objective of the Model Cities Training Program was the enablement of the fifty members of the C.D.A. Board to function as a cohesive administrative body while simultaneously encouraging the retention of individual identity with the various groups the individual board members represented. Members of the University training program staff and Model Cities staff were in agreement that this objective could best be achieved by enabling the participants to:

1. Acquire knowledge of the actual structure of the Model Cities organization and the objectives of the program.
2. Develop an awareness of the decision-making process with an emphasis on selecting alternatives to recognized problems confronting the C.D.A. Board.
3. Establish and maintain an organizational esprit de corps which on one hand would enable each C.D.A. Board participant to maintain his identity and ties within his own sphere of the community, and yet on the other permit him to make decisions based on a total commitment to an overall achievement of the

organizational goals.

Procedures. The C. D. A. Board members are the chief policy-making body for the Chattanooga Model Cities Program. To be effective, they must be sufficiently equipped (1) with the necessary skills, tools, and information related to all aspects of the Model Cities Program; (2) with an understanding of the Model Cities Program and its relationship to city government and other agencies in the urban area - both private and public; and (3) with methodology and dynamics of decision-making.

After considering the time element, the participants, and the kinds of experiences needed to achieve the objectives, the decision was made to discuss in depth the following topics:

1. An Overview of Model Cities.
2. Board-Decision Making - Theory and Practice.
3. Organization of the Model Cities Program in Chattanooga.
4. The Model Cities Planning Year.
5. Model Cities Planning Concepts and Approaches.
6. The Model Cities Five-Year Financial Plan.
7. The Role of Board, Staff, Citizens Participation Structure, and Technical Assistance in Model Cities.
8. The First Year Action Program.
9. Coordination, Information Systems, and Evaluation of Federal Programs in Chattanooga.
10. Problem Solving and Group Interaction.

Specification of the activities which might be used to achieve the training program's stated purposes seemed especially important. In selecting the activities and procedures, the staff decided to arrange for board members to spend time in both large- and small-group sessions. Furthermore, the decision was made to reserve time for the participants to work alone or to interact informally with other participants, consultants, or staff members on a one-to-one basis or in small groups. A fifteen minute coffee break was scheduled into the seminar program to provide for this type of activity.

The visiting consultant was assigned the responsibility for achieving the objectives of the training program in terms of the specific topic assigned to that particular session. Small Group sessions were held during the latter part of most sessions to reinforce the consultant's discussion or to achieve a basic objective of the program. Consultants and/or staff provided the groups with problem-solving situations for resolving -- in some instances as a total board entity and in some instances on a small group basis. Role-playing opportunities were provided the seminar participants. The use of unique audio-visual techniques was demonstrated during one of the sessions. A conscious effort was made by staff and consultants to maintain a balance between presenting factual data pertaining to Model Cities programs and dealing with the realities of the complexity of problem-solving and decision-making in urban America.

Personnel participating in training program. Four general classes of personnel participated in the training seminars: the C.D.A. Board

participants, the University training staff, the Model Cities staff, and the visiting consultants.

The actual participants - fifty C. D. A. Board members - represented varied backgrounds, wide ranges of experiences, different levels of educational attainment, and diverse interests. Twenty-five members of the Board were elected by residents of the Model Cities area, and twenty-five were appointed by the major public and private agencies of Chattanooga.

The University training staff consisted of three permanent members - a director and two other professors who assumed major instructional responsibilities for simulation exercises and small group activities. Part-time services of one additional University professor were utilized, plus extensive assistance from the Coordinator of Federal Programs for Chattanooga.

The Model Cities Staff did not actively participate in the training seminars but did participate as observers at most of the sessions. Training staff members used their comments as a means of obtaining feedback from C. D. A. Board members.

The services of ten consultants were secured on the basis of the over-all objectives of the program and the specific body of knowledge to be discussed at each training session. The input of each consultant is briefly discussed in Section II. A complete list of consultants is given in Appendix III.

Size of the training program. The size of the training program (fifty C. D. A. Board members) was determined by Chattanooga Ordinance No. 6030, Section 1, paragraph 3, and the contract between the University

of Tennessee at Chattanooga and the University of Tennessee at Knoxville - State Agency for Title I, Higher Education Act of 1965. Total participation was a desirable goal, but was never achieved. Attendance ranged from a high of thirty-nine to a low of twenty-four, with an average attendance of thirty-two for ten training sessions. This indicates an average approximate ratio of eight participants to each staff member and consultant.

Time limits. The length of the training program was set at ten sessions held on consecutive Saturdays, commencing on August 9, 1969. In the preliminary planning, the staff thought it desirable to hold a formal session for approximately seven hours, commencing each Saturday at 9:00 A.M. and ending at approximately 4:00 P.M. This would have involved the use of the luncheon period as a part of the training program. After considerable deliberation, the staff felt that greater attendance could be achieved if the seminar was limited to a four-hour session held each Saturday morning. Hours for the training sessions were set at 8:30 A.M. - 12:30 P.M.

Uniqueness factor. Congress selected 150 cities to participate in the Model Cities program, seventy-five at first, and later another seventy-five. Chattanooga is a "second-round" participant, having been selected in the second phase of the program. The size and composition of the C.D.A. Board, if not unique, is certainly unusual, in terms of decision-making at the policy-making level of any organization. It should be noted, however, that the Chattanooga Model Cities C.D.A. Board is the only Model Cities Board to participate in a training program designed and administered

by a university. All visiting consultants who were directors of Model Cities programs commented very favorably as to the desirability of participating in this type of training session.

SECTION II

The Consultant as Process

The "process" characteristics of a training program are those characteristics occurring throughout the program. This part of the report will consider the major contributions made by the ten participating consultants.

August 9, 1969. Mr. Dan Sweatt, General Administrative Officer for Atlanta, presented a program, "An Overview of Model Cities," in which he discussed the philosophy and history of the Model Cities Program, at both the national and local level. He explained the H. U. D. guidelines and performance standards. Mr. Sweatt drew on his experiences in Atlanta to develop an overall picture of the Model Cities program and the uniqueness of some of the activities of the Atlanta program in terms (1) of goals and programs; (2) of housing; and (3) of transportation.

Mr. Sweatt emphasized that the concept of Model Cities was in conflict with the traditional planning process in that it involved people in areas affected by the decision-making process.

August 16, 1969. Mr. George Rice, Executive Director, Community Service Council, Jefferson County, Birmingham, Alabama, discussed "Board Decision-Making - Theory and Practice," with specific emphasis on the following factors:

1. Value and fact in decision making.
2. Responsibility, Responsiveness, and Authority.
3. "The Hidden Agenda."

Mr. Rice compared a board with a football team in an analogy which emphasized that the board is the policy-making body. He discussed at length the decision-making process with specific reference to the need for by-laws or "rules of the game." Mr. Rice discussed at length board-staff relationships in terms of the decision-making process. He also called attention to the relationship of the Executive Committee to the Board and Staff.

August 23, 1969. Mr. Herbert Bingham, Executive Director of the Tennessee Municipal League, was responsible for discussing the "Organization of the Model Cities Program in Chattanooga." Mr. Bingham considered the role of local government, the role of the C.D.A. Board, the role of other agencies, and the role of citizens with specific reference to the Chattanooga Model Cities Program. He discussed these relationships in terms of several factors - the intensity factor, the relationship factor, the roadblock factor, and the quality factor. Mr. Bingham re-emphasized the fact that the Model Cities approach to urban ills is the greatest and most complex organizational structure devised by government to deal with problems of people in urban areas.

September 6, 1969. Mr. Jim Wilson, Director of the Model Cities Program, Winston Salem, North Carolina, conducted the training seminar with an emphasis on "The Model Cities Planning Year." He discussed at length requirements for plan submission. His report, emphasizing the "Winston Salem Story," gave participants better perception of the role of the Model Cities staff, C.D.A. Board members, and citizens in the Plan-

ning Year phase of Model Cities. Mr. Wilson pictorially illustrated the organizational structure of city government and the various components as developed in Winston Salem. He also discussed the problems of staff development and functions within the total governmental structure, emphasizing process and content within the Model Cities structure. He concluded his presentation with an example of the need for developing effective techniques for problem analysis.

September 13, 1969. Mr. Gordon Johnson, Director of the Miami Model Cities Program, had the responsibility for discussing "Model Cities Planning Concepts and Approaches." The concept of planning was analyzed in terms of substantive planning, procedural planning, executory planning, and review in the process of composite decision making. Part of the presentation by Mr. Johnson involved advanced audio-visual techniques utilized to present the report of the Miami Model Cities Task Force Report to the residents of Dade County. The use of six 35-mm slide projectors synchronized to present simultaneously six different scenes depicting the Miami Model Cities Program was a unique way of compressing a lengthy visual presentation into thirty exciting minutes. John D. Shelton, Director of Research, Ferendino, Grafton, and Pancoast Associates of Miami, was responsible for developing and presenting this phase of the program.

September 20, 1969. Mr. Paul Jones, Director, Charlotte Model Cities Program, discussed the topic "Role of Board, Staff, Citizens Participation Structure, and Technical Assistance in Model Cities." He briefly reviewed the history of the Model Cities concept at the national

level, pointing out that the program was created to give a sense of direction to local effort in resolving urban problems. He reiterated that Model Cities Programs seek to avoid duplication and fragmentation. Mr. Jones also presented a brief overview of the development of the Charlotte Model Cities Program. He indicated that it was a philosophy, a concept, not another bureaucratic agency. He underscored the responsibility of board members for learning about the Model Cities program to insure that they rather than the staff establish policy. He also pointed out that citizens should have access to policy determination and that board meetings should be open to the public.

Mr. Jones indicated that the C.D.A. director must serve as the cohesive factor between the Model Cities neighborhood and City Hall. He illustrated through diagrams the relationship between Model Cities organizations and various other agencies within the total governmental body.

September 27, 1969. Mr. Donald Slater, Director of Model Cities for the City of Norfolk, conducted the seminar with specific emphasis on the topic, "The Model Cities Five-Year Financial Plan." Mr. Slater pointed out that Part II requirements were abandoned by the Nixon administration and that it was no longer necessary, although desirable, for the second-round Model Cities participants to complete this phase of the Five-Year Financial Plan. He emphasized that Part II was important because it included a forecast of all fiscal activities to be carried out by the participating city for the next five years. Mr. Slater stated that Part II was a part of the philosophy of Model Cities in that a program could be developed

which would "make a substantial impact" upon the neighborhood over a five-year period. He also emphasized that in analyzing the problems in terms of fiscal needs, it may actually be desirable to compete with other agencies; i.e., education or health.

Mr. Slater used charts to portray visually the fiscal needs of the City of Norfolk and Model Cities for the Five-Year Financial Plan.

October 4, 1969. Mr. Bill King, Director of the Huntsville, Alabama, Model Cities Program, discussed the "First Year Action Program." Mr. King described the development of the Huntsville Model Cities Program and emphasized that the professional staff attempted to refrain from injecting their opinions on the whole program development process in Huntsville.

Mr. King discussed the systems management analysis approach used in Huntsville as a means to assure comprehensive planning and coordination of all facets of the Model Cities program. He also indicated that the board was encouraged to utilize the Model Cities Program as a "model" for city government to follow in terms of citizen participation, comprehensive planning, and coordination of resources.

He concluded his presentation with a discussion of an evaluation system in which analysis of local community's power structure, analysis of the C.D.A. structure, resident analysis, and federal response analysis were all a part of the total evaluation.

October 11, 1969. Dr. John Dyer, Coordinator for Federal Programs for the City of Chattanooga, discussed "Coordinations, Information

Systems, and Evaluation of Federal Programs in Chattanooga." He emphasized that it was necessary to develop an information system if the necessary kinds and amount of data were to be utilized properly in terms of Model Cities programs. He described the relationship of other programs to Model Cities - C.E.P., C.A.P., and N.S.P. Dr. Dyer pointed out the four mechanical concepts of federal programs - planning, programming, funding, and implementation - and called attention to the importance of time as a factor in the implementation of the four concepts in the Chattanooga Model Cities Program.

Dr. Dyer used part of the training seminar to conduct a survey on "planning evaluation" concepts, based on eighteen concepts or values with assigned weight factors. A higher percentage of the local board participants believed that they were adequately prepared or were more advanced in the planning stage than members of other Model Cities boards completing the same form.

October 18, 1969. Dr. Francis M. Trusty, Chairman of the Department of Educational Administration and Supervision, University of Tennessee at Knoxville, spoke on the topic, "Problem Solving and Group Interaction," emphasizing the necessity for members of a group to recognize that a problem exists and to agree upon the problem. He pointed out the need to identify forces, people, and issues which tend to resolve problems or keep the problem from being resolved. Dr. Trusty pinpointed both the need for recognizing alternative solutions in the arriving at a preferred solution and the need for developing a strategy for implementing the solution.

Dr. Trusty used a simulation exercise utilizing three small groups

as decision-making bodies. He instructed them to develop an organizational structure encompassing a program which would recognize the "inherent rights" of all citizens in the Model Cities Area to share in the production and consumption of the good life. The three groups were evaluated on the basis of the following criteria:

1. Were citizens involved in the solution of the problem?
2. Were resource people utilized in the solution of the problem?
3. Were the strategies developed for implementing the solution sound?
4. What was the quality of the groups presentation of the plan for resolving the problem?
5. Was the plan workable in terms of succeeding in resolving the problem?

The work of the three groups was evaluated in terms of an Evaluation Panel and independent Observors.

Supplementary inputs. In addition to the small group exercises conducted by several of the visiting consultants, the staff provided opportunities for the C.D.A. Board members to participate in simulation exercises, role-playing exercises, and small-group discussions designed to enable all members to make a verbal contribution to the group.

SECTION III

Training Program Outcomes

It was recognized by the training program staff that two major functions would have to be fulfilled if the training sessions were to be successful. These two functions, as defined by Cartwright and Zander, are the group maintenance function and the goal achievement function. This section will deal with the extent to which these two functions were fulfilled and the tactics and strategies which the staff developed and used to fulfill these two functions.

Group maintenance function. The group maintenance function as used in the training program pertained to the development of a we-feeling in the group and feelings of group solidarity and cohesiveness - one of the primary objectives of the Model Cities Training Program. Several questions dealing specifically with group solidarity, cohesiveness and acceptance were a part of the evaluation questionnaire given to the participants. Questions 11, 13, 17, 18, 19, 21, 22 and 23 were designed to elicit responses which would give a positive, negative, or undecided view of the participant's perception of these relationships. (See Appendix I.) Only one negative response was made by a participant to the question concerning the member's belief that participation in the training seminar would help the fifty members of the C.D.A. Board to function as a cohesive administrative body. Several comments made by the members to Question 23 indicated that better attendance by some of the members would have been helpful in achieving the goal:

"Would have been much better if 100% participation."

"Yes, to some degree, but everyone didn't show up. I feel that some should become more involved. I mean self-involved."

"All of those who attended most of the meetings."

"Too bad more of Board did not participate."

"Those who attended. There will probably be friction of decision on the part of absentees (from organizations, conflicts of interest)."

"More should have attended. I attended eight meetings.... enjoyed every minute of the seminars very much."

"I think fifty people functioning together as a cohesive body is almost impossible. They may compromise."

Other members indicated that the small group exercises were particularly effective in helping members to overcome feelings of uneasiness (Question 21). The staff had anticipated an initial period of uneasiness on the part of members which is almost always associated with people coming together for the first time. Several strategies and tactics were developed to reduce this uneasiness among the participants. Name tags were prepared at the beginning of the sessions to permit members to become acquainted on a first-name basis. A coffee-break was used to encourage the members to interact in small groups and to function in another type of system. The coffee-break was deliberately lengthened by the staff (from fifteen minutes to twenty-thirty minutes) when it became apparent that the input by the consultant was being analysed and appraised

by small groups during this period. It was noted, however, that comments by two participants with reference to a proper balance of time (Question 17) indicated that they believed that the coffee-break was too long.

To foster and maintain the we-feeling in the ten training seminars, members were placed in small groups during several sessions. In each session, the groups (6 - 8 members) were given a problem to solve or asked to react to a specific situation; the large group reconvened and brief reports were made by recorders or chairmen of the small groups.

The staff, in the effort to promote cohesiveness, made the decision never to instruct the board members as to the "correct" decision to make. Information was presented, experiences were related, problems were presented, and responses were elicited from the participants. No attempt was made by staff to assign values to the responses.

Group achievement function. The other objectives of the seminar constitute the goal achievement function of the group. The acquisition of knowledge of the actual structure of the Model Cities organization and the development of an awareness of the decision-making process were the other basic objectives of the training program.

An analysis of the comments made by the participants completing the evaluation sheets revealed that a substantial majority of the members perceived that something worthwhile was accomplished. (See Appendix I.)

"Good training in group unity."

"Fine programs."

"This was what we needed."

"I have learned lots. I did not get to attend every session."

"I feel that the training program should have been longer - only scratched the surface of Model Cities."

"In general I felt the training sessions would have been more useful if the problem solving exercises had been less 'hypothetical' and more down to the realities of the situation and in some way applied to the official activities of the board."

"We were fortunate in having this experience at U. T. C. We should have the best Board of all Model Cities. Wished we could have had all interested people of Model Cities to have gotten this training."

In addition, positive comments were made concerning the input of each of the ten consultants. No negative comment was registered by any participant. With reference to the amount of time spent on any topic, several members indicated that they believed that "some repetition" was evident.

Several participants stated that a field trip to the Model Neighborhood Area should have been a part of the training program. The staff felt that a field trip should have been an integral part of the total training program. However, feedback from various board representatives of the Model Neighborhood Area indicated that some residents of the M. N. A. were not receptive to this idea; the decision was then made to not participate in a field trip experience.

In conclusion, all participants completing the evaluation data sheet indicated that the experience was worthwhile. This judgement is based on

the positive reaction to the questions listed in Appendix I. According to the comments made by the visiting Model Cities Directors, the Chattanooga Model Cities C.D.A. Board has been exposed to more factual data pertaining to Model Cities structure than probably any other Model Cities C.D.A. Board. As to the cohesiveness and esprit de corps of the members, time and the performance record of the Chattanooga Model Cities C.D.A. Board can only give this assessment.

SECTION IV

Suggested Modifications in Future Model Cities C.D.A. Board Training Programs

Participants, in evaluating the program, made several suggestions which, if implemented, might lead to an improvement in future training programs of this type. Members of the training staff also have made several observations concerning the improvement of future seminars based on the experiences with the Chattanooga C.D.A. Board Training Program.

1. Provide all participants with a complete list of consultants and topics to be considered prior to commencement of the program. A complete training brochure was provided participants, but because of the time factor, consultants were obtained approximately two to three weeks in advance.
2. Make more adequate use of the communication media to inform the public, and specifically, the residents of the Model Cities Area about the purpose of the training program.
3. Tape all inputs of the consultants, retain them for evaluation by the staff, and then give to the Model Cities Board for possible use in implementing the local program.
4. Provide each consultant with a copy of previous discussions, and of explicit instructions concerning the topic to be covered.

SECTION V

In Retrospect

The decision made by the University to participate in the development and implementation of a Model Cities Board Training Program may be attributed, in part, to the belief held by Chancellor Masterson and other University officials that one of the primary functions of an urban university is service--service that will enable the institution to make significant contributions to the community.

The opportunity to become more involved with the total community was presented to the University when Chattanooga was selected to participate in the Model Cities Program. Chancellor Masterson and Roy Batchelor, Director of Urban Affairs at the University, both recognized the potential of the University in helping to meet the needs of those people directly involved in the seemingly irresolvable complexities of urban society.

Once the objectives of the Model Cities Training Program were defined, the University staff assumed the responsibility for achieving those objectives. This was no easy task when one considers the size of the policy-making body of the Model Cities Program. Any decision-making body of fifty members will eventually be confronted with the problem of size alone. When this size problem is compounded by the diversity of experiences and backgrounds of the members, the potential difficulties are impressive. Banking officials, medical doctors, union representatives,

laborers, educators--these are some of the varied participants represented on the Board. Many of the participants had been involved in decision-making processes throughout their careers; others did not possess comparable experential backgrounds in decision-making prior to this Model Cities service. The University staff was impressed, however, with the high degree of cohesiveness shown by the participants in resolving many of the problems presented during the simulation exercises. This was an indication to the staff that the ten-week training period had provided an opportunity for developing cohesiveness and, to some extent, an esprit de corps among those members actually participating in the training sessions.

Attendance was greater than expected. It was recognized by the staff that many members of the C. D. A. Board might find it difficult or undesirable to participate on ten consecutive Saturdays. Many members were faithful in attending the sessions; only six members of the C. D. A. Board actually failed to attend any training session.

The author acknowledges that this section is somewhat subjective, but it is supported to a large extent by empirical data obtained from participants and staff. The author believes, as many of the participants and staff believe, that the training programs was successful and that the objectives were largely achieved.

APPENDIX I

Model Cities Community Development Administration

Board Training Program Evaluation and

Survey Instrument

All members attending the final training session were given evaluation forms to complete at the end of the session. In addition, forms were distributed at the regular C. D. A. Board meeting the following Monday (October 20) to those members who had attended at least one training session. Board members were requested not to sign the evaluation sheet. Each participant was asked, however, to list the number of training sessions attended.

Number of forms distributed	39
Number of completed forms returned	26
Forms completed by members attending 10 sessions	10
Forms completed by members attending 9 sessions	6
Forms completed by members attending 8 sessions	5
Forms completed by members attending 7 sessions	1
Forms completed by members attending 6 sessions	2
Forms completed by members attending 4 sessions	1
Forms completed by members attending 3 sessions	1

Approximately 67% of those board members receiving evaluation forms completed the data sheet and returned it to the director of the training program. Ninety-two percent of those members completing an evaluation form attended six or more training sessions.

The evaluation form used was adapted from a form developed by the Central Midwestern Regional Educational Laboratory and contained in Technical Report Series Number 1, 1966.

MODEL CITIES BOARD TRAINING PROGRAM - EVALUATION

The Model Cities Board Training Program Staff is interested in ascertaining if the stated objectives of the program were achieved. The programs developed for the ten seminar meetings were designed to meet the actual needs of persons serving on a "Model Cities Board." No similar training model was available for this staff to use. Evaluation of the program can be accomplished in part if the strengths and weaknesses of the seminars are identified. Your thinking, whether opinion or fact, is of value to us in evaluating this program.

Questions *	Yes	No	Undecided
1. Was unnecessary material and information presented? If so, give example. Comment:	2	23	1
2. Was necessary information overlooked? If so, give example. Comment:	2	20	4
3. Were the problems and exercises used during the seminars pertinent to the individuals attending? Comment:	25	0	1
4. Did you gain insights into the problems of board participation and the decision-making process? Comment:	23	2	1
5. Did you profit from the factual information presented by the various consultants? Comment:	24	2	0
6. Do you believe that you have adequate knowledge of the actual structure of the Model Cities organization, and the objectives of the program? If not, please indicate the deficiencies as you see them. Comment:	18	0	8
7. Were the seminars used to full advantage? What improvements would you have made? Comment:	21	3	2
8. Were training techniques adequate? What better or different methods would you have chosen? Comment:	23	2	1
9. Were too many time-consumi ng examples or experiences given to illustrate a point? Comment:	2	23	1

Questions *	Yes	No	Undecided
10. Did the techniques of instruction used by consultants and staff stimulate you as a participant? Comment:	24	0	2
11. Were the sessions organized in such a way that you had a strong impression of "going someplace?" Comment:	23	2	1
12. Did the consultants have command of the facts which were of critical importance to the seminar? Please cite examples. Comment:	23	2	1
13. Were the consultants and staff members able to tolerate conflicting information presented by participants, and keep the door open to new information? Comment:	25	0	1
14. Was too much presented in too short a time? If so, cite example. Comment:	2	24	0
15. Would you have lengthened, shortened or kept the training period the same? Comment:	Lengthen - 9 Shorten - 6 Same - 11		
16. Was too much time spent on any topic? If so, please cite example. Comment:	5	20	1
17. Was a proper balance of time spent in large groups, small groups, and informal interaction among participants (coffee-break)? Comment:	23	3	0
18. Do you feel that the seminar provided for a satisfactory amount of group participation? Comment:	25	1	0
19. Do you feel that the consultants and staff properly recognized individual differences among board participants? (i.e., the timid, the sensitive, the exhibitionist, the person with considerable background and experience, and the neophite.) Comment:	22	2	2
20. Were the instructional materials used by the consultants easy to understand? Comment:	25	0	1

Questions *	Yes	No	Undecided
21. Did the activities planned for the seminars help you to overcome the feelings of uneasiness which generally accompany coming together with a strange group for the first time? Comment:	23	2	1
22. Do you feel that you were an active participant in the training program? Comment:	23	0	3
23. Do you believe that participation in the training seminar will help the fifty members of the C. D. A. Board of Directors to function as a cohesive administrative body? Comment:	22	1	3

* Questions 1 - 3, pertaining to Course Content.
Questions 4 - 6, pertaining to Objectives of Training Program.
Questions 7 - 13, pertaining to Methods of Instruction.
Questions 14 - 17, pertaining to Training Time.
Questions 18 - 19, pertaining to Training Participation.
Questions 20 - 23, pertaining to Training Materials.

APPENDIX II

Model Cities Community Development Administration

Board Members

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Senior Vice President
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Mr. Wallace Clements
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Mr. Judson L. Cox
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Chambliss, Hodge, Bahner & Crawford
1111 Maclellan Building

Mr. Allan Derthick
Derthick & Henley Architects
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Chattanooga Freight Bureau, Inc.
817 Broad Street

Mr. Frank F. Duff
Duff Brothers, Inc.
200 Holly Avenue

Mr. Charles Dunning
International Brotherhood of
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Miss Cheryll Edwards
2105 Rawlings Street

Mr. Martin Ghiden
1108 Garfield Street

Mr. Howard F. Gray
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Mr. Robert Hall
1800 Walker Street

Mr. Rufus Hawkins
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Mr. Charles Holder
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1700 Southern Street

Mr. Roy Keith, Sr.
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1809 Fourth Street

Mrs. Wanda H. King
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Mr. A. J. Koblentz
1120 Hamilton National Bank Bldg.
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Mr. Gordon Ledbetter
4315 Evergreen Drive

Mr. Irvin Locke
1909 Laura Street

Mr. Charles K. Lockwood
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Mr. Buford McElrath
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Mr. J. Spencer Millender
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Mr. Earl Rodgers
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APPENDIX III

Model Cities Community Development Administration

Training Program Visiting Consultants

Mr. Dan E. Sweatt, Jr.
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Mr. George Rice
Executive Director
Community Service Council
Jefferson County
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Mr. Herbert J. Bingham
Executive Secretary
Tennessee Municipal League
Nashville, Tennessee

Mr. James Wilson, Director
Model City Commission
Winston Salem, N. C.

Mr. Gordon Johnson
Director of Model Cities
Department of Housing and
Urban Development
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Mr. John D. Shelton
Director of Research
Ferendino Grafton Pancoast Architects
Miami, Florida

Mr. Paul Jones, Director
Charlotte Model Cities
Charlotte, N. C.

Mr. Donald Slater, Director
Model City Program
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Mr. Bill King, Director
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APPENDIX IV

Model Cities Community Development Administration

Training Program Staff Members

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